I. COURSE RATIONALE

A. Relationship to the School of Social Welfare’s Mission. Social workers in administrative practice help to create a society in which basic human needs are met and the strengths of individuals, families, households, and communities can emerge and grow. Effective administrative social work practice demands knowledge, skills, and abilities in the areas of advanced policy and program analyses. Human service agencies and social justice organizations must be administered by people with expertise in: (1) federal and state policies (2) regulations and (3) funding structures and streams. In order to meet the needs of clients and communities, and to build upon strengths and enhance well-being, social work administrators also need to know about best practices and effective programs in their fields of practice.

B. Relationship to other courses in the curriculum. Throughout the course students are helped to connect their classroom work and their field work in administrative practice. More specifically, the class focuses on the fact that the ability to analyze changing policy trends is key to understanding, stabilizing, diversifying, and increasing organizational funding in practicum and work settings in order to better serve clients and communities. Further, concurrent field placements give students in this course a rich opportunity to begin applying the results of their research on best practices and effective services immediately in their chosen fields of practice.

C. Preparation for advanced practice. As an advanced level macro-practitioner one must be aware of trends in policy and build knowledge, skills, and abilities based upon empirical literature regarding maximizing client and community well-being through social work administrative practice. Thus, secondary research using findings from research studies published in scholarly journals is one key to success in this class. Learning how to stay up-to-date with research on service effectiveness in one’s field of practice is central to the successful administration of human service agencies and social justice organizations.

D. What this course covers. Consistent with the goals of this course, students who successfully complete the class will be able to: (1) stay abreast of and knowledgeable about critical federal and state policies, regulations, and funding structures and streams in their chosen field of practice (2) research the literature on best practices and programs
that have been shown to be effective in enhancing the well-being of individuals, families, groups, organizations, and communities and (3) apply knowledge, skills, and abilities in the areas of advanced policy and program analysis to the development and design of social work and social justice programs and initiatives; the development and mobilization of resources for meeting needs and enhancing well-being; the management of financial, informational, and human resources in organizational practice; and other administration functions.

The rationale in individual instructors’ syllabi should be exactly the same as in the master syllabus.

II. EDUCATIONAL OUTCOMES
At the completion of the course, students will be able to:

A. Stay abreast of and knowledgeable about critical federal and state policies, regulations, and funding structures and streams in their chosen fields of practice.

B. Use advanced skills to research the literature using library and electronic resources on best practices and programs that have been shown to be effective in enhancing the well-being of individuals, families, groups, organizations, and communities.

C. Apply knowledge, skills, and abilities in the areas of advanced policy and program analysis to the design of social work or social justice programs and initiatives; the mobilization of resources for meeting needs and enhancing well-being; and the management of financial, informational, and human resources in administrative practice.

D. Critically analyze and comprehensively evaluate federal and state policies on programs, clients, client systems, and communities with special attention to the central social values of equity and justice.

E. Demonstrate an advanced understanding of a federal or state policy, and a program or group of programs resulting from that policy, in a chosen field of practice such as child and family welfare, aging, health, and mental health.

F. Describe current trends in federal and state policy and the implications of such trends for programs serving groups who have historically been socially and economically disadvantaged including people of color, women, children, older adults, and people with disabilities.

G. Research current levels of and trends in federal and state spending for social well-being of citizens who are diverse in terms of age, sex, race, ethnicity, language, religion, sexual orientation, disability, and cultural background.
H. Write a comprehensive analysis for a professional audience that evaluates a federal or state policy of central importance to clients and/or communities served by a social work agency or a social justice organization in one’s chosen field of practice.

I. Detail ways in which major federal and state policies and related programs help, and/or hurt, the ability of people to achieve, maintain, and enhance health, mental health, and other aspects of well-being through the life course.

J. Use at least one advanced administrative practice skill designed to influence policy and/or program development, implementation, or change on behalf of clients and/or communities in the student’s chosen field of practice.

The educational outcomes in individual instructors’ syllabi should be exactly the same as in the master syllabus.

III. CURRICULUM THEMES
The advanced policy and programs course is practice centered in keeping with our school’s curriculum. This course helps students develop advanced administrative skills like those that they will use as professionals who must analyze federal and state policies, regulations, and funding structures and streams that have the potential to enhance individual, family, group, organizational, and community well-being. Students also develop skills in researching best practices and effective programs to inform their administrative practice. This course focuses on helping students build advanced administrative practice skills for developing, implementing, and evaluating social work programs and social justice initiatives designed to enhance well-being, celebrate diversity, advocate for populations at risk, end oppression and discrimination, and promote social and economic justice. Finally, students learn advanced administrative practice skills in advocating for positive policy and program change.

A. Strengths: In this course, policies and related funding streams, regulations, and programs are analyzed from a strengths perspective. Students learn to research and recommend policy and program changes that have the potential to positively affect social and economic well-being by building upon a foundation of already existing client and community strengths, capacities, and resources. Students are also explicitly focused on strengths in their investigations of best practices and effective programs to guide administrative practice in their chosen fields.

B. Critical Perspective: Students in this course learn to critically analyze policies and programs by examining various: (1) theoretical perspectives on achieving social and economic well-being (2) ideological perspectives on the role of government in assuring the well-being of citizens and (3) ways of researching best practices and program effectiveness in administrative practice. An important part of the development of a critical perspective in this course is the in-depth examination of underlying values, beliefs, and assumptions about the interplay between human behavior and well-being that
are at the heart of federal and state policies. Students are also helped to develop and use a critical perspective through the advanced analysis of funding streams and trends for programs, agencies and organizations that are committed to enhancing the well-being of individuals, families, groups, and communities.

C. Social Justice: Social and economic justice is at the heart of the advanced policy and programs course. Students in this course learn to analyze and shape policies and programs with the goals of advocating for populations at risk, ending oppression and discrimination, and promoting social and economic justice. For example, increasing and mobilizing resources for social work agencies and social justice organizations in order to close the gap between advantaged and disadvantaged citizens is one of the primary content areas of this course.

D. Diversity: Administrative practice to eradicate oppression on the bases of race, ethnicity, gender, class, disability, culture, age, religion, spirituality, and sexual orientation is central to our work together in this class. A key component of the advanced policy and programs course is learning to identify how various policies, regulations, funding realities, and programs have simultaneously created and maintained advantage, or privilege, for some groups and cumulative disadvantage and oppression for other groups. Social work administrators shape policies and build programs that enhance the social and economic well-being of members of diverse groups.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

IV. THE LIBERAL ARTS PERSPECTIVE
Comprehensively analyzing policy and programs requires social work administrators to have knowledge about human behavior that has particularly deep theoretical and empirical roots in sociology, psychology, and economics. We build on the liberal arts by focusing on building advanced administrative practice skills that help assure positive outcomes for clients and communities. Learning to evaluate policies, regulations, funding streams and programs in this way draws heavily on concepts presented in the organizational and community foundation practice course and in the foundation policy course. Further, this content complements the program design, advanced community and policy practice, and financial management courses in the administrative concentration. The advanced policy and programs course also provides a foundation for the students’ work in information and human resource management to improve organizational performance and enhance well-being. Finally, the focus on analyzing funding streams and trends connects this content conceptually to our grant writing course.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

V. PROFESSIONAL PURPOSES AND VALUES
Give the multiple constituencies of any human service agency there are frequent opportunities for value conflicts between the needs of clients, workers, the organization, and the larger community. Administrative practice is most effective when social workers know how to balance divergent individual and group goals and align incentives for change appropriately. The values of justice, equity, and enhanced well-being are central
to social work administration. Moreover, social workers in administrative practice affirm, value, and celebrate human diversity.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VI.  **PREPARATION FOR PRACTICE WITH DIVERSE POPULATIONS**
Human diversity related to race, ethnicity, gender, sexual orientation, age, religious affiliation, and disability is of central importance to social work administrators as they comprehensively analyze policies, funding streams, regulations, and programs. Discussions and readings regarding diversity throughout this course will highlight the role of the social work administrator in shaping policies and building programs that enhance well-being for members of diverse groups and communities.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VII. **TOPICS**

**Required**

- Theories and Ideologies about Using Policies and Programs to Enhance Well-Being
- Advanced Policy Analysis Frameworks
- Central Policy and Program Analyses/Roles of Social Work Administrators
- Research-based Administrative Practice
- Critical Federal and State Policies in Child and Family Welfare, Health, Mental Health, and Aging*
- Analyzing Funding Streams and Trends
- Program Analysis/Regulatory Analysis*/Assessing Program Effectiveness
- Using Library and Electronic Resources to Research Best Practices*
- Presenting the Results of Policy and Program Analysis
- Applying Results of Policy and Program Analysis to Administrative Practice

**Recommended**

- In-depth Current Policy and Program Analysis Information in the Professional Literature and Popular press
- Case Studies: Programs that Work and the Administrators who Design, Implement, Manage and Evaluate them
• Overviews- Predicators of Child and family Welfare, Health, Mental health, and Healthy Aging

• Effective Policy and Program Presentations for Professional and Lay Audiences

• Federal and State Budget Analyses*

• Direct Appropriations and Tax Expenditures for Human Services

• Demographic Changes and Entitlement Spending

• Global Trends in Funding and Funding Streams for human Service and Social Justice Organizations*

* Instructors may want to consider the judicious use of guest speakers, especially in some of these content areas.

Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered.

VIII. REQUIRED AND RECOMMENDED READINGS
The educational objectives of this course require content in advanced policy and programs in fields of practice including child and family welfare, health, mental health, and aging. It is advantageous to assign readings from several different sources and perspectives such as:

Suggested Texts:


Individual instructors must either select one of the texts listed or obtain approval from the faculty mentor for an alternative text. For individual syllabus, remove the word “RECOMMENDED.” A set of recommended articles is available on the SSW’s S Drive for instructor use. In addition individual syllabi need to specify which readings are required and which are recommended.

For individual syllabus, remove the word “RECOMMENDED.” In addition individual syllabi need to specify which readings are required and which are recommended. The entire list of “additional resources” does not need to be included in individual syllabi.

IX. REQUIRED ASSIGNMENTS
Assignments are designed to give students opportunities to learn the subject matter through active engagement in cognitive and behavioral activities implicit in the
educational outcomes for the course. The assignments also serve to assess student progress and achievement of the stated outcomes.

Two assignments are required for this class as they are “signature assignments” which serve to measure student attainment of competencies and practice behaviors established in the Council of Social Work 2008 Education’s Educational Policy and Accreditation Standards.

1. **Reflective journals.** This assignment provides students with the opportunity to demonstrate the ability to apply ethical standards and laws for professional social work practice in work with organizations and communities. It also helps them learn about, recognize, understand, and communicate the environmental and social contexts that shape realities for different people and groups. This signature assignment is included in Attachment 1, and it must be used exactly as outlined.

2. **Policy analysis paper.** In completing the policy analysis paper, students analyze policies by understanding the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed groups. They also learn about, recognize, understand, and communicate the environmental and social contexts that shape realities for different people and groups. This signature assignment is included in Attachment 2, and it must be used exactly as outlined.

**Additional resources for completing assignments in this course include:**

**On-line Resources**

http://thomas.loc.gov/ This is the home page for the Library of Congress and here you can obtain information about current congressional activity on bills of interest, as well as the bills themselves. You can also get pages of the Congressional Record. You can link to other federal government pages from THOMAS.

http://www.ssa.gov/ The home page of the Social Security Administration. Use this site as a starting place to obtain information about Social Security and similar programs.

http://www.ssa.gov/statistics/ores_home.html - A resource for social security information. For example, here you can download tables of social welfare expenditures under public programs, and demographics of recipients of various social welfare programs.

http://www.census.gov/ - For social data, begin your search here. You can find not only information from the decennial census, but census reports on specific topics.

http://www.dhhs.gov/ - Begin a search here to find out what is going on in the federal Department of Health and Human Services. Links to other government resources.

http://www.urban.org - A non-partisan think tank that conducts and publishes analyses of social welfare legislation, policy and programs.

http://www.ndacan.cornell.edu/ Information about child abuse and neglect.


Examples of Scholarly Journals

- Administration and Policy in Mental Health
- Administration in Social Work
- Affilia: Journal of Women and Social Work
- Aging and Social Policy
- AIDS & Public Policy Journal
- AIDS Policy & Law
- AIDS Weekly
- American Behavioral Scientist
- American Journal of Public Health
- American Sociological Review
- Child Abuse and Neglect
- Child Abuse and Neglect: The International Journal
- Child and Youth Services
- Child Welfare
- Children Today
- Children and Youth Services Review
- Community Mental Health Journal
- Crime and Delinquency
- Daedalus
- Evaluation and Program Planning
- Evaluation Review
- Families in Society: The Journal of Contemporary Human Services
- Family and Child Mental Health
- Family relations
- Futures
- Future Survey
- Futurist
- Gerontologist
- Health and Social Work
- Hospital and Community Psychiatry
- Journal of the American Institute of Planners
- Journal of the American Medical Association
- Journal of Applied Gerontology
- Journal of Criminal Justice
- Journal of Criminal Law and Criminology
- Journal of Family Issues
- Journal of Gerontology
- Journal of Health Politics, Policy and Law
- Journal of Health and Social Policy
- Journal of Marriage and the Family
- Journal of Policy Analysis and Management
- Journal of Policy Modeling
- Journal of Social Issues
- Journal of Social Policy
- Journal of Social Science Research
- Journal of Sociology and Social Welfare
- Juvenile and Family Court Journal
- Law and Policy Quarterly
- New England Journal of Medicine
- Policy and Politics
- Policy Review
- Policy Studies Journal
- Policy Studies Review
- Prevention in Human Services
- Public Administration Review
- Public Productivity and Mngt Review
- Public Welfare
- Social Forces
- Social Policy
- Social Problems
- Social Science and Medicine
- Social Services Review
- Social Thought
- Social Work
- Social Work in Health Care
X. **GRADING**

A. What Grades Mean  (It is the instructors’ discretion whether to use pluses and minuses).

- **A** = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.

- **B** = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

- **C** = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

- **F** = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.

**Plus and minus grades are assigned at the instructor’s discretion. A grading point table, such as the example below, must be included in course syllabi.**

The numbers below are the letter grade equivalents based upon percentages of total class points obtained by a student:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>F</td>
<td>Below 73</td>
</tr>
<tr>
<td>F</td>
<td>Below 69</td>
</tr>
</tbody>
</table>

A grade of **C- or below is considered a failing grade for MSW level courses.**

The numbers below are the letter grade equivalents based upon percentages of total class points obtained by a student (without the use of plus and minus grades).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>69 or below</td>
</tr>
</tbody>
</table>

B. **Incomplete grades.** A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

C. **Attendance Policy.** Attendance will affect grades in this course.  *(Instructors: Be specific about how many points will be deducted from student grades for missing class, tardiness, leaving early, etc.)* Any student missing more than two classes, or more than one blended class, will need to contact the instructor to discuss implications regardless of
the circumstances that led to these absences. Students who miss more than three classes, or more than two blended classes, may be assigned a failing grade in this course.

**Individual instructors’ syllabi should specify the following:**

- The weighting of each assignment in the final course grade and the dates by which they are done.
- For every assignment, explain the standards used for grading.
- If class participation is part of the grade indicate what this means. For example, if 10 points are awarded for class participation, one point will be deducted for every class missed.
- Indicate the policy on late assignments, e.g., they are not accepted and treated as an “F” grade or the grade is reduced by ____ for each day, week, etc.
- Indicate how final grades will be determined

**D. Academic Misconduct and Plagiarism**

The University Senate Rules and Regulations defines academic misconduct in Article II, Section 6, stating:

*Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; plagiarizing of another’s work; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.*

One form of academic misconduct is plagiarism, or taking credit for work produced by someone else. This is a serious ethical violation. As a participant in this class, you are required to review the section on Academic Misconduct in the Student Handbook in order to familiarize yourself with what constitutes plagiarism. You must also review this section in order to help you to understand the efforts you can make to avoid engaging in plagiarism. Remember that faithfully using the citation and reference guidelines outlined in the APA style guide will serve as an excellent way to avoid plagiarism.

Additionally, KU subscribes to a digital plagiarism detection program called “Safe Assign” which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format so that your paper can be checked against web pages and databases of existing papers.

If a student commits plagiarism, with or without intention, the instructor for this course can, after consultation with the academic program director, assign a failing grade for the academic activity in question. If the plagiarism is severe or repeated, the instructor can, after consultation with the academic program director, assign a failing grade for the course in which the behavior occurred. An instructor may also request that the program director convene an Academic Review Committee meeting, which could result in a
recommendation to the Dean of the School of Social Welfare for formal admonition, censure, suspension, or expulsion of the student.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**XI. SPECIAL CONSIDERATIONS**

a. Any student in this course who has a disability that may prevent him/her from satisfactorily completing course requirements should contact KU’s Academic Achievement and Access Center (AAAC) as soon as possible in order to begin the process of determining reasonable and appropriate accommodations. This process must be initiated by the student. University regulations do not require that accommodations be offered retroactively, so it is important that students begin this process as early as possible. Information on how to contact AAAC can be found at [http://www.disability.ku.edu/~disability/students/guidelines.shtml](http://www.disability.ku.edu/~disability/students/guidelines.shtml)

b. Please notify the instructor in advance if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements, including alternative assignments to cover missed classroom content if necessary.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**XII. RECORDING AND SHARING RECORDINGS OF LECTURES**

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

**XIII. CONFIDENTIALITY AND PRIVACY CONSIDERATIONS**

The NASW Code of Ethics requires that social workers protect client confidentiality and privacy. Various state and federal regulations, including the HIPPA Privacy Rule, may also protect the confidentiality of client information in settings where social work students are engaged in practicum placements. In order to safeguard these client rights:

- Always disguise the name and other personal identifying information when you speak or write about a client.
- If writing in great detail about a client, ask permission from that client.
- Share nothing discussed in class about specific clients, agencies, or other students outside of this classroom.
Any information shared with the instructor will be confidential, within the limits defined by the NASW Code of Ethics and relevant legal guidelines.

Information regarding your performance or behavior as a student is protected by the Federal Education Rights and Privacy Act. However, student information can be shared between KU faculty, staff, administration, or field instructors when there is a compelling educational or safety reason to do so.

**Individual instructors’ syllabi should be exactly the same as in the master syllabus.**

XIV.  **INSTRUCTOR AVAILABILITY**
Provide students with information on how to see and/or reach you.

XV.  **INCLEMENT WEATHER POLICY**
In the event of inclement weather students should call to determine if classes have been cancelled. In Lawrence you may contact the University at (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, at (800) 766-3777. For the Edwards Campus you may call (913) 897-8499, and for the KCKCC Campus the number is (913) 334-1100. Classes will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.

XVI.  **EPAS COMPETENCIES TABLE**
A table must be included in the class syllabus which links EPAS Competencies, practice behaviors, and course educational outcomes with their coverage in specific sessions and in specific assignments. The table is included as the final Appendix of this document. Instructors must customize the columns which focus on the location of content and relevant assignments to their own syllabi. However the content of the first three columns and the signature assignments must be included in the table as stated in this document.
Attachment 1: Reflective Journal

EPAS Competencies and
2.1.2 (a) - Apply social work ethical principles to guide professional practice
2.1.4 (c) - Engage in diversity and different in practice

Purpose: Recognize and communicate your understanding of the importance of difference in shaping life experiences. Recognize and manage personal values in a way that allows professional values to guide practice.

Instructions: Reflective journals are done after engaging with the online material and should respond to the specific questions below. This reflective journal should integrate your thinking about all of the online materials included for each week. Specifically, in a critical and summative reflection of the materials for each week, consider:

1. What are the ethical dimensions that social workers would confront related to this topic? How might social workers approach this policy arena differently than other professionals? How might issues related to informed consent, self-determination, and simultaneous commitment to the agency and the client manifest themselves within this policy context? Where might a social worker’s legal and ethical responsibilities align, and where might they collide? Where might you find resources to help you navigate ethical ambiguities in this particular policy arena?

2. What did you learn from this content that helps you to understand the social and environmental context your clients confront in this particular policy arena? How can you apply this learning to address an element of the social and environmental context that currently causes problems for your organization and/or clients? How could you communicate this information to others in your practicum agency who need to understand these dynamics? How might different groups experience the environment shaped by this policy arena differently? Think particularly about divisions based on race, ethnicity, class, gender, and sexual orientation. How could policy change result in a social and environmental context more supportive of their needs and goals?

Guidelines. Your reflective journal entries should address the question topics above and may incorporate additional readings (beyond those assigned for class) that you believe apply to this same content. In addition, you may use these journals to record particular points that you want to study more, questions you have that you would like to address with the instructor or in class, and/or elements that you found especially novel or most immediately relevant.

What form should it take?

• Typed one doubled spaced page.

Instructor Scoring Guide for Embedded Assignment for PC 2.1.2 (a)
5=Excellent understanding of practice behavior
4=Adequate understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the ability to apply ethical standards and laws for professional social work practice in work with organizations and communities.</td>
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<tr>
<td>Continue to learn about, recognize, understand, and communicate the environmental and social contexts that shape realities for different people and groups.</td>
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Attachment 2: Policy Analysis Paper

EPAS Competencies
2.1.1 (a) - Identify as a profession social worker and conduct oneself accordingly
2.1.4 (c) - Engage in diversity and difference in practice
2.1.8 (a-b) - Engage in policy practice to advance social and economic well-being and to deliver effective social work services
2.1.9 (a) - Respond to contexts that shape practice

Purpose: The purpose of this assignment is to provide you with an opportunity to engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Instructions: You are to locate a piece of State/Federal social welfare legislation. This legislation may be current or recently passed. You will write a policy analysis of this legislation. (Competency 2.1.8, A is scored for overall performance on the assignment) Your legislation must address some aspect of social welfare, preferably related to poverty and the delivery of social services to rural populations. It must be directly related to empowering populations-at-risk.

APA form, 8 to 10 pages (not including references). Shorter papers will lose points based on length.

You must write clear, organized paragraphs using good grammar.

You must use a minimum of 8 references. 5 must be from peer reviewed, scholarly journals in any related field or government documents. Include a reference list at the end of the paper in APA format.

Outline of the paper (use these for subheadings): Papers without these subheadings will lose 10% of the grade.

a. Description and History of the Legislation
   Include a brief, but thorough description of the legislation in your own words. If you are focusing on part of a piece of larger legislation describe the subsection of the bill. Include: Who is sponsoring the bill? What is the history of the bill? Note carefully any historical changes that have been made to the bill. Where is the bill in the legislative process? If it is an old bill, you may talk about its history.

b. Description of the Problem, Population and Context
   In this section you must include a brief analysis of the problems and changing contexts that the policy is designed to address. Contexts may include scientific and technological advances, societal and economic trends, and issues related to specific locales, especially the rural environment. This section must include a description of the problem and an analysis of the population affected by the
policy. End this section with: how and to what extent does (will) your bill help the identified population.

c. **Values discussion**
How does the bill reflect or not reflect social work values? Be specific.

d. **Political Analysis and feasibility**
In this section you will discuss the political feasibility, the economic feasibility, and the administrative feasibility.

- **Political feasibility**: Assess which groups will oppose or support a policy; estimate constituency and power base of each group; and assess whether the publics’ perceives of the policy as being feasible.
- **Economic feasibility**: Assess whether there is enough funding for successful implementation, estimate future funding needs.
- **Administrative feasibility**: Assess the administrative and supervisory personnel, resources, skills & expertise needed to implement policy. In addition, must assess the policies effectiveness (will it accomplish what it is intended and consider unintended consequences); and its efficiency (cost effectiveness of proposed policy compared to alternative, no policy, or present policy).

e. **Advocacy**
In this section you are to create an advocacy strategy to promote passage of the bill. Strategies may include coalition building, letter writing and other methods for influencing legislators. Your strategy should include, but is not limited to, affected clients, colleagues and other social workers.

f. **Implementation**
If the requirements of the bill involve funding or other monetary aspects, where will the required revenues come from? Is there a related bill or a fiscal note that addresses funding? Will changes in existing agencies or other institutions be required? What will be involved in translating the bill into the real world change?

g. **Conclusion**
Clearly state whether the evaluation suggests that the policy is a strong policy or a weak policy. Support this conclusion by briefly summarizing the evidence from your analysis.

**Instructor Scoring Guide for Embedded Assignment for PC 2.1.8 (a)**

5=Excellent understanding of practice behavior
4=Adequate understanding of practice behavior
3=Partial understanding of practice behavior
2=Very limited understanding of practice behavior
1=No clear understanding of practice behavior
<table>
<thead>
<tr>
<th>Prepare for and advocate for the needs of vulnerable populations.</th>
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<tbody>
<tr>
<td>Continue to learn about, recognize, understand, and communicate the environmental and social contexts that shape realities for different people and groups.</td>
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<td>Analyze policies by understanding the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed group.</td>
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<td>Actively use policy practice skills to advance policies that improve the effectiveness of social services and the well-being of people, especially the most vulnerable.</td>
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<td>Strategically plan organizational and community change and development in response to changing social, economic, and political conditions.</td>
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</table>
Attachment 3: EPAS Competency Table for use in Class Syllabus. Note that you must include as provided here but insert session numbers and assignments specific to your class. If the Master Syllabus includes a signature assignment for this course, that assignment must appear in column 5 exactly as stated in the Master Syllabus.

<table>
<thead>
<tr>
<th>Competency</th>
<th>KUSSW SWAAP Concentration Practice Behaviors</th>
<th>Related Educational Outcomes in Syllabus</th>
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<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct oneself accordingly</td>
<td>Prepare for and advocate for the needs of vulnerable populations.</td>
<td><strong>Outcome A</strong>: Stay abreast of and knowledgeable about critical federal and state policies, regulations, and funding structures and streams in their chosen fields of practice&lt;br&gt;<strong>Outcome C</strong>: Apply knowledge, skills, and abilities in the areas of advanced policy and program analysis to the design of social work or social justice programs and initiatives; the mobilization of resources for meeting needs and enhancing well-being; and the management of financial, informational, and human resources in administrative practice.</td>
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<td>Policy analysis paper Signature Assignment</td>
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<tr>
<td>2.1.2</td>
<td>Demonstrate the ability to</td>
<td><strong>Outcome D</strong>: Critically</td>
<td></td>
<td>Reflective Journal</td>
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<tr>
<td><strong>Apply social work ethical principles to guide professional practice.</strong></td>
<td>apply ethical standards and laws for professional social work practice in work with organizations and communities.</td>
<td>analyze and comprehensively evaluate federal and state policies on programs, clients, client systems and communities with special attention to the central social values of equity and justice.</td>
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<td>Signature Assignment</td>
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<tr>
<td><strong>Recognize the ways in which complex systems can generate conflicting priorities and ambiguities that require professional value-based judgments.</strong></td>
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<td><strong>Outcome D</strong>: Critically analyze and comprehensively evaluate federal and state policies on programs, clients, client systems and communities with special attention to the central social values of equity and justice.</td>
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<tr>
<td><strong>2.1.3 Apply critical thinking to inform and communicate professional judgments</strong></td>
<td>Use logic, critical thinking, and creativity in written and oral communication with organizations and communities.</td>
<td><strong>Outcome D</strong>: Critically analyze and comprehensively evaluate federal and state policies on programs, clients, client systems and communities with special attention to the central social values of equity and justice.</td>
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<td>2.1.4 Engage in diversity and difference in practice</td>
<td>Continue to learn about, recognize, understand, and communicate the environmental and social contexts that shape realities for different people and groups.</td>
<td><strong>Outcome E</strong>: Demonstrate an advanced understanding of a federal or state policy, and a program or group of programs resulting from that policy, in a chosen field of practice such as child and family welfare, aging, health, and mental health. <strong>Outcome F</strong>: Describe current trends in federal and state policy and the implications of such trends for programs serving groups who have historically been socially and economically disadvantaged including people of color, women, children, older adults, and people with disabilities.</td>
<td></td>
<td>Policy analysis paper Signature Assignment Reflective Journal Signature Assignment</td>
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<tr>
<td>2.1.6 Engage in research-</td>
<td>Advance research that is participatory and inclusive of community and</td>
<td><strong>Outcome G</strong>: Research current levels of and trends in federal and state</td>
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<td>informed practice and practice-informed research</td>
<td>organizational practice constituencies.</td>
<td>spending for social well-being of citizens who are diverse in terms of age, sex, race, ethnicity, language, religion, sexual orientation, disability, and cultural background.</td>
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<td>2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>Analyze policies by understanding the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed group.</td>
<td><strong>Outcome D:</strong> Critically analyze and comprehensively evaluate federal and state policies on programs, clients, client systems and communities with special attention to the central social values of equity and justice.</td>
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<td><strong>Outcome G:</strong> Research current levels of and trends in federal and state spending for social well-being of citizens who are diverse in terms of age, sex, race, ethnicity, language, religion, sexual orientation, disability, and cultural background.</td>
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<td>Actively use policy practice skills to advance policies that improve the</td>
<td><strong>Outcome H:</strong> Write a comprehensive analysis for a professional</td>
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<td>effectiveness of social services and the well-being of people, especially the most vulnerable.</td>
<td>audience that evaluates a federal or state policy of central importance to clients and/or communities served by a social work agency or a social justice organization in one’s chosen field of practice.</td>
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<td><strong>Outcome J</strong>: Use at least one advanced administrative practice skill designed to influence policy and/or program development, implementation, or change on behalf of clients and/or communities in the student’s chosen field of practice.</td>
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<td>2.1.9 <strong>Respond to contexts that shape practice</strong></td>
<td>Strategically plan organizational and community change and development in response to changing social, economic, and political</td>
<td><strong>Outcome H</strong>: Write a comprehensive analysis for a professional audience that evaluates a federal or state policy of central importance to</td>
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<td>conditions.</td>
<td>clients and/or communities served by a social work agency or a social justice organization in one’s chosen field of practice.</td>
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<td>Provide leadership in organizations and communities for effective, ethical interventions that improve the well-being of individuals, families, organizations and communities.</td>
<td><strong>Outcome J:</strong> Use at least one advanced administrative practice skill designed to influence policy and/or program development, implementation, or change on behalf of clients and/or communities in the student’s chosen field of practice.</td>
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<td>2.1.10 ASSESS Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td><strong>Outcome G:</strong> Research current levels of and trends in federal and state spending for social well-being of citizens who are diverse in terms of age, sex, race, ethnicity, language, religion, sexual orientation, disability, and cultural background.</td>
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Assess and analyze client needs by integrating empirical and community data to inform the development of client-focused programs and services.
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<td><strong>Outcome H</strong>: Write a comprehensive analysis for a professional audience that evaluates a federal or state policy of central importance to clients and/or communities served by a social work agency or a social justice organization in one’s chosen field of practice.</td>
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<td>2.1.10</td>
<td><strong>INTERVENTION</strong> Engage, assess, <em>intervene</em>, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>Intervene with communities and organizations through a variety of models, methods, strategies and tactics identified as appropriate to the context and need for change. <strong>Outcome I</strong>: Detail and communicate ways in which major federal and state policies and related programs help, and/or hurt, the ability of people to achieve, maintain, and enhance health, mental health, and other aspects of well-being through the life course.</td>
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<td>Develop comprehensive program and policy designs that reflect use of the best available research, <strong>Outcome J</strong>: Use at least one advanced administrative practice skill designed to influence</td>
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<td>client feedback, and practitioner wisdom.</td>
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<td>Disseminate outcomes of interventions to help understand when and why interventions hinder or improve human wellbeing.</td>
<td><strong>Outcome H:</strong> Write a comprehensive analysis for a professional audience that evaluates a federal or state policy of central importance to clients and/or communities served by a social work agency or a social justice organization in one’s chosen field of practice.</td>
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